**Curriculum Area Project**

**East Meadow School District**

**Issues and Dilemmas that Teenagers Face:**

**Extension Activities**

**Grade 11**

**School Year 2010-2011**

**Project Supervisor:**

**Jessica Edwards**

**Writers:**

**Jessica Edwards**

**Teresa Arcuri**

**East Meadow High School**

**Superintendent of Schools: Mr. Louis R. DeAngelo**

**Principal of East Meadow High School: Mr. Richard Howard**

**Subject Area: English**

**Table of Contents**

**Abstract 2**

**Rationale 3**

***Go Ask Alice* by Anonymous**

**Extension Activity: Drug Abuse 4**

***We All Fall Down* by Robert Cormier**

**Extension Activity: School Violence 8**

***The Catcher in the Rye* by J.D. Salinger 11**

**Extension Activity: Feeling Isolated**

**Abstract**

 **Many current works of literature include themes that a plethora of teenagers can relate to. *Issues and Dilemmas that Teenagers Face* will examine contemporary issues that teenagers are faced with. It is designed to be integrated into the English 11 curriculum and will connect to the following works: *Go Ask Alice*, *We All Fall Down*, and *The Catcher in the Rye*. Supplemental materials, including current articles, documentaries, and research projects will also be implemented. Among the issues discussed will be: drug abuse, sex, peer-pressure, searching for one’s identity, and school violence.**

**Students will heighten their awareness of the many problems young people are faced with today by examining the various characters in the aforementioned works of literature. The students will gain increased insight through the extension activities provided during the course of or at the end of a given unit.**

 **Additionally, the lessons in the unit incorporate the NYS Learning Standards:**

**1. Language for information and understanding**

 **2. Language for literary response**

**3. Language for critical analysis and evaluation**

 **4. Language for social interaction**

**Rationale**

 ***Issues and Dilemmas that Teenagers Face* is designed to be integrated into the 11th grade English classroom. This course will enable students to describe and critically examine the various problems written about in modern literature and analyze the way in which authors create characters that must face these relatable issues. The students will be able to engage in many extension activities that will increase their knowledge and awareness on important topics, such as drug abuse, school violence, and fitting in.**

***Go Ask Alice***

***-*Anonymous**

**Extension Activity:**

**The Harmful Effects of Drugs**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_English 11

*Go Ask Alice* by Anonymous

Research Project – Drug information packet

Alice is a young teen who experiments with many drugs while she writes her diary entries. As we know, these drugs have a lasting negative effect on Alice, her family, her friends, and ultimately, drugs are responsible for her untimely death. As high school students, you are exposed to drugs in your everyday lives – whether it is through your classmates, friends, family members, or the media. It is, therefore, essential to become educated on the dangers of drugs and the potentially deadly effects they can have on our lives. You and your partner will be responsible for educating yourselves and your classmates on a particular drug by creating a drug information packet.

*Your drug information packet must include all of the following:*

**1. A Cover**

Title, slogan or catch phrase discouraging the use of your drug.

Picture or image of the drug

Your names, my name, English 11 RS, and the period

**2. Drug Name and Classification**

Example: cocaine is a stimulant.

**3. What the drug does to your body**

3-5 short term effects this drug has on the body

3-5 long term effects this drug has on the body

Specific organs of the body that are affected by long term use.

**4. How is the drug most commonly used**

Is it smoked, inhaled, injected, or swallowed?

**5. How addictive is the drug**

 Address this aspect of your drug

**6. Did you know:**

List 5 statistics about the drug

**7. What is the source of the drug?**

Does it come from a plant, seed or is it made from several different sources? How is it produced and distributed?

**8. Where can you go for help?**

List 2 agencies and their phone numbers where someone can go for help.

**Extra Credit Options:**

Add one or more of the following to your packet:

**1. Consequences of use**

-What are the legal consequences for use and possession of the drug?

-What are the state and national laws governing this drug?

2. **An instructional video or informational documentary about the drug**

 -Include 5 questions for the audience to answer while viewing this visual

 \*You MUST clear this with me first and give me time to preview the film

3. **Create** **a poster board**

-Include all informational material and additional facts

4. **Create handouts for the class**

-Ideas: visit an agency to get materials to distribute, create a “survey” for the class, make a quick “fact sheet” to distribute

Source: [www.merriamwebster.com](http://www.merriamwebster.com)

|  |  |
| --- | --- |
|  | [**cocaine**](http://school.discoveryeducation.com/lessonplans/vocab/deadlyhighs/cocaine.aiff) |

**Definition:** drug used as a narcotic or anesthetic
**Context:** Cocaine is a white powder and is often called coke, C, snow, blow and toot. Cocaine belongs in a class of drugs known as stimulants. It gives the temporary feeling of endless energy and then can leave the user feeling low, depressed and wanting more.

|  |  |
| --- | --- |
|  |   [**crack**](http://school.discoveryeducation.com/lessonplans/vocab/deadlyhighs/crack.aiff) |

**Definition:** form of cocaine
**Context:** A chemically altered form of cocaine. It is just as addictive as cocaine and offers the same illusions of highs and lows.

|  |  |
| --- | --- |
|  |   [**ecstasy**](http://school.discoveryeducation.com/lessonplans/vocab/deadlyhighs/ecstacy.aiff) |

**Definition:** a synthetic, psychoactive drug
**Context:** Ecstasy, also called MDMA or Adam, is most available in tablet form. It is also available as a powder. Ecstasy can cause a tightening in the jaw, increased heart rate, nausea, depression and dehydration. Since it is manufactured, it is not known what other dangerous drugs it might be "cut" or mixed with. Ecstasy is most often used by young people at clubs, raves (all night dance parties) and rock concerts.

|  |  |
| --- | --- |
|  |   [**Hallucinogenic Drugs**](http://school.discoveryeducation.com/lessonplans/vocab/deadlyhighs/lsd.aiff) |

**Definition:** a substance that distorts ones perception of reality
**Context:** SD (also known as “acid”) is a major drug classified under hallucinogens. It can come in tablet, capsule or liquid form. It can be added to colorful, absorbent paper that is not readily identifiable as a drug. The effects of LSD are unpredictable and depend on the user. The changes can often be frightening and cause panic.

|  |  |
| --- | --- |
|  |   [**heroin**](http://school.discoveryeducation.com/lessonplans/vocab/deadlyhighs/heroin.aiff) |

**Definition:** a narcotic
**Context:** Heroin is an illegal drug that is highly addictive. Using heroin can lead to physical and psychological problems such as nausea, panic and shallow breathing. Attempts to stop using the drug can lead to significantly painful withdrawal symptoms.

|  |  |
| --- | --- |
|  |   [**methamphetamine**](http://school.discoveryeducation.com/lessonplans/vocab/deadlyhighs/meth.aiff) |

**Definition:** drug used as a stimulant
**Context:** Methamphetamine is also known as meth, "speed", "ice" and "crank". The drug gives a sense of increased energy and euphoria but increases nervousness, irritability and paranoia. Periods of intense use (binges) can be followed by intense periods of depression.

|  |  |
| --- | --- |
|  |   [**marijuana**](http://school.discoveryeducation.com/lessonplans/vocab/deadlyhighs/maryjane.aiff) |

**Definition:** narcotic from the hemp plant
**Context:** Marijuana is the most widely used illicit drug being used in the United States today. It can cause impaired short-term memory and alter sense of time and the ability to perform tasks requiring concentration and coordination.

***We All Fall Down***

**-Robert Cormier**

**Extension Activity:**

**School Violence**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_English 11

*We All Fall Down*

-Robert Cormier

**Violence is a learned behavior.  Children learn violent behaviors from their family and peers, as well as observe it in their neighborhoods and in the community at large.  These behaviors are reinforced by what youth see on television, on the Internet, in video games, movies, music videos, and what they hear in their music.**

**When children are disciplined with severe corporal punishment or verbal abuse, or when they are physically or sexually abused, or when they witness such behavior in their home, it is not surprising that they behave violently toward others.**

**YOUR TASK:**

1. **Research a recent incident of school violence in our country.**
2. **Type up a brief summary of the incident. (1-2 pages double spaced, TNR font 12)**
3. **Be sure to address the following:**
	1. **Who was involved?**
	2. **What exactly happened?**
	3. **Where did this occur?**
	4. **Were there warning signs?**
	5. **When did this happen?**
	6. **Why did this happen?**
	7. **How did the events unfold?**
	8. **What are your feelings?**
4. **Next, include a page on how this incident relates to the novel, *We All Fall Down*. Be specific in your response.**
5. **All reports will be presented to the class.**

***The Catcher in the Rye***

**-J.D. Salinger**

**Extension Activity:**

**Feeling Isolated**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_English 11**

**The scene outside New York's spooky old Dakota apartment building on the evening of December 8, 1980, was as surreal as it was horrifying. John Lennon, probably the world's most famous rock star, lay semiconscious, hemorrhaging from four flat-tipped bullets blasted into his back. His wife Yoko Ono held his head in her arms and screamed.**

**A few yards away a pudgy young man stood eerily still, peering down into a paperback book. Moments earlier he had dropped into a military firing stance - legs spread for maximum balance, two hands gripping his .38 revolver to steady his aim - and blown away the former Beatle. Now he leafed lazily through the pages of the novel, J. D. Salinger's Catcher in the Rye.**

**The Dakota doorman shouted at the shooter, Mark David Chapman, "Do you know what you've done?"**

**"I just shot John Lennon," Chapman replied, accurately enough.**

**He was a troubled man whose boyhood fascination with one of the world's greatest stars turned into a psychotic obsession. The shots he fired spelled the end to whatever innocence was left in rock and roll. Mark David Chapman was one of John Lennon's biggest fans. Before he killed the iconoclastic superstar he made sure to get his autograph the last one Lennon ever signed.**

**After he fired four shots from across the street as Lennon entered Manhattan's Dakota apartment building he waited calmly for police to arrest him. Six months later he was sentenced to 20 years to life.**

**AMERICAN JUSTICE revisits the tragedy through interviews with many of the parties involved including Chapman's attorneys the arresting officer and in a rare taped interview from his cell Chapman himself. Forensic psychiatrists explore the twisted fantasy of Chapman's life where the line between celebrity worship and stalking was blurred. Dramatic footage of the crime scene and aftermath bring the incident to life and legal experts examine the possibility that Chapman will be freed he is eligible for parole in 2000. It's a comprehensive chronicle of the murder that stunned a generation.**

[**http://www.amazon.com/American-Justice-John-Lennon-Assassination/dp/B000CSTK5Q**](http://www.amazon.com/American-Justice-John-Lennon-Assassination/dp/B000CSTK5Q)

[**http://www.john-lennon.com/theassassinationofjl.htm**](http://www.john-lennon.com/theassassinationofjl.htm)

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_English 11**

**AIM: What made The Catcher in the Rye so controversial years after its initial banning?**

**DO NOW: Who was John Lennon? Write down what you know about him and/or his music and his overall message.**

**After reading the attached article and viewing the documentary on The Assassination of John Lennon, please respond to the following questions:**

**1. What are your thoughts and feelings about the novel we are about to begin?**

**2. Who is J.D. Salinger?**

**3. Who is Mark David Chapman?**

**4. Who is Holden Caulfield?**

**5. What prompted Mark David Chapman to shoot John Lennon?**

**6. Were there any warning signs?**

**7. Do you think Salinger should be blamed in any way for what happened to John Lennon? Why or why not?**

**8. What impact did the novel, The Catcher in the Rye, have on society?**